



Pupil Premium Grant Expenditure



Sutton Greens Primary School's Pupil Premium Profile				
	2015/16	2016/17	2017/18	2018/19
Total number of pupils in the school	246	237	209	224
Number of PP-eligible pupils:	63	74	60	56
Amount per pupil:	63 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 0 Ever 5 Service x £300	66 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 8 Ever 5 Service x £300	52 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 8 Ever 5 Service x 8 £300	53 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 3 Ever 5 Service x 8 £300
Total pupil premium budget:	£83,160	£89,520	£ 71,040	£70,860

Evidence of school performance

Pupil premium funding is used well to overcome barriers for learning. Children benefit from a wide ranging and well thought out series of interventions, support and activities. They are well tracked, and the use of a range of high quality data from the schools tracking system is a real strength. Under performance of individuals, groups and cohorts is well understood and tackled effectively through the school pupil progress reviews and performance management. The school knows its learners well.

(External Pupil Premium Audit by Prestolee Teaching School-January 2017)

Leaders have accurately identified the barriers to such pupils' learning. Skilled staff work with pupils in small groups or individually to develop the social and emotional skills of this group. The attitudes to learning of disadvantaged pupils are improving.

(Ofsted- July 2018)

Review of PPG Spending 2017 /18		
Strategy and EEF Impact figure**	Outcomes and Impact	Continue (C) or Discontinue (D)
Speech and Language Therapy. (EEF +5 months)	<ul style="list-style-type: none"> All children who attend these sessions show improved self-esteem and good or expected progress in reading. 	<p>C</p> <p>End of Key Stage Data is disappointing but we will use more bespoke interventions in 2018/19</p>
Mathematic based interventions (problem solving, number and calculation) (EEF +3 months)	<ul style="list-style-type: none"> Improved progress of PP pupils – diminishing differences between PP and non PP pupils Improved focus work on pupils targets 	<p>C</p> <p>End of Key Stage Data is disappointing but we will use more bespoke interventions in 2018/19</p>
1:1 sessions, including Reading (EEF +9 months)	<ul style="list-style-type: none"> Improved abilities and effectiveness with reading comprehension activities Improved progress of PP pupils – diminishing differences between PP and non PP pupils Improved focus work on pupils targets 	<p>C</p> <p>End of Key Stage Data is disappointing but we will use more bespoke interventions in 2018/19</p>
Learning Mentors (EEF +4 months)	<ul style="list-style-type: none"> Improved progress of PP pupils – Improved attendance and punctuality Improved emotional wellbeing and confidence Improved feedback and target work (1:1) 	<p>C</p> <p>End of Key Stage Data is disappointing but we will use more bespoke interventions in 2018/19 Attendance is catching up with National Average for PP and there is now only 0.8% difference compared to 4.3%</p>
TA's in Class (EEF +1 month)	<ul style="list-style-type: none"> Improved progress of PP pupils – closing the gap between PP and non PP pupils Improved support during lessons / targeted intervention / target work Improved feedback for pupils. 	<p>C</p> <p>The use of TA's in 2018/19 needs to be planned to ensure Bespoke interventions and Powerful Feedback take place</p>
Pastoral Support for lateness / absences (Targeted Interventions) (EEF +6 months)	<ul style="list-style-type: none"> Improved progress of PP pupils – diminishing differences between PP and non PP pupils Reduce gaps in pupils learning due to missed learning Activities that allow pupils to access more learning 	<p>C</p> <p>End of Key Stage Data is disappointing but we will use more bespoke interventions in 2018/19 Attendance is catching up with National Average for PP and there is now only 0.8% difference compared to 4.3%</p>
Subsidised trips, Residentials and extra curricular activities (EEF +3 months)	<ul style="list-style-type: none"> Improved knowledge and understanding of the world around them Increased aspirations and understanding of opportunities available to them. Increased confidence and social skills. <p>Improved independence.</p>	<p>C</p> <p>Improved behaviour and social skills. Keen to learn on return.</p>
Engage parents in reading, maths, writing, homework and curriculum evenings. (EEF +3 months)	<p>Open evenings, stay and play and family forums</p> <ul style="list-style-type: none"> Use Internet learning for engaging in evidence based learning, eg SUMDOG. 	<p>C</p> <p>Attendance at Parents Evenings Improved. Continue to collect parental feedback.</p>

** EEF = Education Endowment Foundation. This organisation summarises educational research from the UK and around the world to provide school leaders and teachers with guidance on how to best use and spend their resources to improve attainment for pupils. This is expressed in months gained.

End of Key Stage Data

Attainment Data from 2015

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	84	6	8	-3	75	2	50	7	82	6	42	4
Whole Cohort	79	-3	21	-4	88	1	47	3	91	6	68	6
DIFFERENCE	5		13		13		3		9		26	

Attainment Data from 2016 (ARE = Age Related Expectations)

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	17	-9	0	-2	75	0	17	-2	33	5	0	-1
Whole Cohort	30	-6	10	0	77	1	27	1	50	6	17	0
DIFFERENCE	-13		-10		-2		-10		-17		-17	

Attainment Data from 2017 (ARE = Age Related Expectations)

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data
PP	14	-3	0	-1	29	-3	0	-1	43	-2	14	0
Whole Cohort	50	-4	5	-2	59	-3	32	-1	55	-4	36	3
DIFFERENCE	-36		-5		-30		-32		-12		-22	

Attainment Data from 2018 (ARE = Age Related Expectations)

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2018 (in School)	2018 % Difference to National Data	% Greater Depth RAISE 2017 (in School)	2018 % Difference to National Data	% ARE and Above RAISE 2018 (in School)	2018% Difference to National Data	% Greater Depth RAISE 2017 (in School)	2018% Difference to National Data	% ARE and Above RAISE 2018 (in School)	2018% Difference to National Data	% Greater Depth RAISE 2018 (in School)	2018 Difference to National Data
PP	33	-41	33	+15	33	-46	33	+4	33	-47	33	+8
Whole Cohort	55	-15	10	-6	66	-9	31	+5	66	-10	34	+12
DIFFERENCE	-22		+23		-33		+2		-33		-1	

Attainment Data from 2015

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	63	-2	13	1	75	1	25	2	75	1	13	1
Whole Cohort	81	-4	19	2	83	0	33	1	90	6	24	-2
DIFFERENCE	-18		6		-8		-8		-15		-11	

Attainment Data from 2016 (ARE = Age Related Expectations)

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	30	-8	10	-1	40	-6	10	-2	40	-6	10	1
Whole Cohort	50	-4	6	-8	58	-9	11	-2	56	-6	11	2
DIFFERENCE	-20		4		18		1		16		1	

Attainment Data from 2017 (ARE = Age Related Expectations)

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data
PP	80	0	0	-1	70	0	10	-1	80	0	0	-2
Whole Cohort	83	2	5	-5	73	0	23	0	68	-2	3	-8
DIFFERENCE	-3		-5		-3		-13		12		-3	

Attainment Data from 2018 (ARE = Age Related Expectations)

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2018 (in School)	2018% Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2018 (in School)	2018 % Difference to National Data	% Greater Depth RAISE 2017 (in School)	2018% Difference to National Data	% ARE and Above RAISE 2018 (in School)	2018 % Difference to National Data	% Greater Depth RAISE 2018 (in School)	2018 % Difference to National Data
PP	30	-53	0	-24	30	-50	20	-13	30	-51	0	-28
Whole Cohort	58	-20	0	-20	55	-20	21	-7	52	-24	6	-18
DIFFERENCE	-28		0		-25		-1		-22		-6	

Self Evaluation

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Learning tasks accurately match the needs of pupils and pupils make the progress that they should.	<ul style="list-style-type: none"> Tasks do not match the needs of pupils. (Too easy / too hard). 	<p>Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations)</p> <p>Tasks accurately match the needs of pupils.</p> <p>Pupils have knowledge of targets, next steps and how to achieve these.</p>	<p>75% pupils reach ARE in Reading, Writing and Maths.</p> <p>Expected / more than expected progress for PP to be at least in line with national figures.</p>	<p>Use of BALANCE</p> <p>Individual tuition</p> <p>Small group tuition.</p> <p>Reducing class size</p> <p>Extending teaching time.</p> <p>Social and Emotional learning.</p> <p>Outdoor Adventure learning.</p> <p>Mastery learning.</p> <p>Peer Tutoring</p> <p>Digital Technology</p>	<p>End of Autumn 2018: In the smaller classes (Y4 and Y6 the gap is narrowing in maths and PP attainment is indeed higher than non PP in Reading.) Writing needs to be focussed upon. Cornerstones will be introduced in the Spring Term.</p> <p>End of Spring 2019: There are still gaps to be addressed. Teachers and support staff will be reviewing interventions, strategies and impact on progress of additional support. Pupils who are not at Age Related Expectations have been identified and DD and MP will be monitoring their progress. MP has completed a pupil voice with PP pupils and will feed back to staff at start of Autumn term.</p> <p>End of Summer 2019: Year 6 PP children outperformed their peers in Reading Writing and Maths combined. Year 6 achieved 72% in Reading 72% in SPAG 72% in Writing and 72% in Maths</p>

<p>Assessment information is used effectively in reading and writing. Activities routinely match the needs of disadvantaged pupils accurately.</p>	<p>Assessment is not used effectively to determine activities and interventions that match the needs of disadvantaged pupils.</p>	<p>Assessment is used to set targets.</p> <p>Assessment is used to determine activities that match the pupils needs.</p> <p>Assessment is used to determine bespoke interventions for individual learners and groups.</p> <p>Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations)</p>	<p>75% pupils reach ARE in Reading, Writing and Maths.</p> <p>Expected / more than expected progress for PP to be at least in line with national figures.</p>	<p>Use of BALANCE</p> <p>Reading Comprehension Strategies</p> <p>Phonics activities based on individual assessment.</p> <p>Whole School Reading Scheme.</p> <p>Oral language interventions.</p> <p>Small group tuition</p> <p>Individual tuition.</p> <p>Extended teaching time.</p> <p>Mastery learning.</p> <p>Targeted Homework</p> <p>Digital Technology</p>	<p>End of Autumn 2018: There are still gaps in attainment. Phonics groups based on individual assessment have been introduced. A new whole school reading scheme will be introduced in the spring term. Bespoke interventions are taking place for individuals and groups</p> <p>End of Spring 2019: There are still gaps in attainment and in the summer there must be a focus on all PP pupils who are not achieving Age Related Expectations. (SEND children who are PP will be expected to meet their own targets).</p> <p>The largest Gaps are in reading and hopefully the new reading scheme will have had a greater impact by the end of Summer Term.</p> <p>End of Summer 2019: There are still gaps in attainment but they have reduced and are linked to pupils who are SEND and PP in the Autumnr there must continue to be a focus on all PP pupils who are not achieving Age Related Expectations. (SEND children who are PP will be expected to meet their own targets).</p> <p>The new reading scheme is a making an impact with reduced Gaps and in some year groups PP pupils out performing Non PP pupils..#</p> <p>The largest Gaps are in writing and hopefully the use of Cornerstones will have an evan greater impact by the end of Autumn Term</p>
<p>Improve attendance for pupils, including those who are persistently absent from school.</p>	<p>Personal issues</p> <p>Emotional factors</p> <p>Social and cultural barriers.</p> <p>Motivation</p>	<p>Children want to come to school.</p> <p>Children feel they are able to learn.</p> <p>Children feel positive about school</p> <p>Children recognise the importance of coming to school.</p> <p>Children are willing to talk about barriers to attendance.</p>	<p>Improved individual pupil premium pupil's attendance.</p> <p>Improve Pupil Premium attendance for whole school.</p> <p>Pupil Premium attendance to match non pupil premium attendance. 2017 -18 PP-93.5% NON PP-96.4%</p>	<p>Positive classroom cultures.</p> <p>Positive feedback.</p> <p>Encouragement to take risks.</p> <p>Form positive relationships with parents.</p> <p>Catch up sessions for pupils with poor attendance.</p> <p>Arts Participation.</p> <p>Sports Participation.</p> <p>Rewards for meeting attendance targets.</p> <p>Check basic needs are being met.</p>	<p>End of Autumn 2018: Whilst in 2017 – 18 PP absence was only 0.8% higher than the National Average for PP, in school the difference was 2.9% higher. Attendance is improving and children look forward to coming to school. Attendance figures are effected mainly by 5 families who the school is working closely with. We are also monitoring lateness as this is also impacting learning. EG If a child is late 15 minutes on a regular basis it is a day of learning lost every month. Records show children with poor attendance not meeting Age Related Expectations.</p> <p>End of Spring 2019: The gaps have continued to narrow. Lateness is reducing and is mainly effected by a very small number of families who are receiving support.</p> <p>End of Summer 2019: In response to Pupil feedback on the start the school day. We will introduce from September Children being allowed to enter school from 8.40am and be greeted by the teacher. SLT and TA's will be available for messages.</p> <p>Lateness continues to improve but will need to be monitored.</p>

Summary of PPG Spending 2018 /19

Strategy	Outcomes and success criteria	Owner	Cost per pupil	Total cost
Feedback (EEF +8 months)	75% of PP children meeting A.R.E. Children know what is expected of them. Children know their strengths , weaknesses and strategies to improve.	ALL STAFF DD/DA	£100	£5,600
Reading Comprehension Strategies (EEF +8 months)	New Reading Scheme 75% of PP Children meeting A.R.E. in reading. Children able to respond in a variety of ways to questions about a text.	HA/LB	£50	£2,800
Early Years Intervention (EEF +5 months)	Improved Oracy Improved phonics Improved reading Improved writing Improved number Increased confidence and social skills. Improved independence.	HK	£262	£1310
Mastery Learning (EEF +5 months)	Increase the number of PP children working at Mastery Expected / more than expected progress for PP to be at least in line with national figures.	DA/DD	£100	£2800
One to One Tuition (EEF +5 months)	<ul style="list-style-type: none"> • Increased aspirations and understanding of opportunities available to them. • Increased confidence and social skills. 	DD	£80	£4,480
Oral Language interventions (EEF +5 months)	Improved oracy 75% PP children meeting A.R.E. in Phonics , Reading and Writing.	HA/SC	£200	£5,600
Peer Tutoring (EEF +5 months)	Increased aspirations and understanding of tasks. Increased confidence and social skills.	ALL STAFF	£30	£1,680
Digital Technology (EEF +4 months)	Increased aspirations to learn. Improved self- confidence. Increased number of PP children working at Mastery	DD	£100	£5,600
Outdoor Adventure Learning (EEF +4 months)	<ul style="list-style-type: none"> • Improved knowledge and understanding of the world around them • Increased aspirations and understanding of opportunities available to them. • Increased confidence and social skills. Improved independence.	JE/MP	£50	£2,800

Phonics (EEF +4 months)	75% PP achieving ARE in Phonics tests	HA/HK	£100	£2500
Small group Tuition (EEF +4 months)	Increase the number of PP children working at Mastery Expected / more than expected progress for PP to be at least in line with national figures. Increased aspirations and understanding of opportunities available to them. Increased confidence and social skills.	DD	£80	£4480
Social and Emotional Learning (EEF +4 months)	Improved attendance Increased aspirations to learn. Improved self- confidence	CP/SC	£75	£4,200
Behaviour Interventions (EEF +3 months)	Increased aspirations to learn. Improved self- confidence	DD/MP	£50	£2,800
Parental Engagement (EEF +3 months)	Improved attendance and reduced lateness. Children enthusiastic about sharing their school day and completing tasks at home.	CP	£30	£1,680
Reducing Class Size (EEF +3 months)	Improved progress of PP pupils – diminishing differences between PP and non PP pupils Reduce gaps in pupils learning due to missed learning Activities that allow pupils to access more learning. 75% PP pupils meet ARE	DA	£475	£12,350
Extending Teaching Time (EEF +2 months)	Expected / more than expected progress for PP to be at least in line with national figures. Increased aspirations and understanding of opportunities available to them. Increased confidence and social skills.	DA	£50	£2,800
Targeted Homework (EEF +2 months)	Improved progress of PP pupils – diminishing differences between PP and non PP pupils Activities that allow pupils to access more learning	DD	£30	£1,680
Arts Participation (EEF +2 months)	Improved attendance Increased aspirations to learn. Improved self- confidence	HR	£50	£2,800
Sports Participation (EEF +2 months)	Improved Health. Improved Hand and Eye coordination Improved concentration. Improved team work. Increased aspirations to learn. Improved self- confidence	DD/NL/MP	£50	£2,800
Total pupil premium expenditure:				£70,860

PUPIL PREMIUM GAP ANALYSIS (USING SCHOOLS OWN TRACKER POINTS SYSTEM)

Significantly Below 4 Points	Below 6 Points	National Age Expected Level 8 Points	Above 10 Points	Significantly Above 12 Points
---------------------------------	-------------------	---	--------------------	----------------------------------

READING	ATP Autumn End 2018			ATP Spring End 2019			ATP Summer End 2019		
	R	KS1	KS2	R	KS1	KS2	R	KS1	KS2
PP	7.4	6	7.2	7.7	7.3	7.7	9	7.9	8
NON- PP	7.4	7.5	7.6	8	8.4	8	8	8.6	8.2
DIFFERENCE	0	-1.5	-0.4	-0.3	-1.1	-0.3	-1	-0.7	-0.1
WRITING	ATP Autumn End 2018			ATP Spring End 2019			ATP Summer End 2018		
	R	KS1	KS2	R	KS1	KS2	R	KS1	KS2
PP	8	6.6	6.6	7.9	6.9	7	8.2	7	7.5
NON- PP	7.5	7.2	7.2	8.1	7.3	7.5	8.7	8	8
DIFFERENCE	+0.5	-0.6	-0.6	-0.2	-0.4	-0.5	-0.5	-1.1	-0.6
MATHS	ATP Autumn End 2018			ATP Spring End 2019			ATP Summer End 2019		
	R	KS1	KS2	R	KS1	KS2	R	KS1	KS2
PP	7.3	6.6	7.9	7.6	7	7	7.8	7.7	7.8
NON- PP	7.5	7.5	7.4	8.1	7.7	7.5	8.6	8.1	8.2
DIFFERENCE	-0.2	-0.9	+0.5	-0.5	-0.7	-0.5	-0.8	-0.4	-0.4

End of Autumn Term 2018 Average tracker Points Progress

	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reception	7.4	7.4	8.0	7.5	7.4	7.5
Year 1	6.2	7.2	6.7	6.7	6.6	7.4
Year 2	6.4	7.8	5.6	7.7	6.4	7.5
Year 3	8.0	7.8	7.0	6.7	7.5	7.0
Year 4	8.0	8.0	7.0	8.2	7.0	8.0
Year 5	6.7	7.9	5.3	6.9	6.0	7.7
Year 6	7.1	6.9	7.3	7.6	7.6	7.5

End of SPRING Term 2019 Average 7.6 tracker Points Progress

	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reception	7.7	8	7.9	8.1	7.3	8.1
Year 1	7.0	8.1	7	7.1	6.7	7.6
Year 2	7.6	8.7	6.8	7.5	7.3	7.8
Year 3	8.3	7.5	6.7	7.0	6.9	7.4
Year 4	8.2	9.3	7.4	8.0	7.5	8.0
Year 5	7.2	7.2	6.6	7.1	6.5	7.2
Year 6	7.0	8.1	7.3	7.9	7.9	7.9

End of Summer Term 2019 Average tracker Points Progress

	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reception	8	9	8.2	8.7	7.8	8.6
Year 1	7.9	8.3	8	8.3	7.2	8.5
Year 2	7.2	8.2	7	8	6.5	7.4
Year 3	7.9	8.7	6.8	7.6	7.9	8.4
Year 4	8.7	9.7	7.9	9.0	8.9	8.7
Year 5	7.9	7.4	6.5	7.5	7.2	8.1
Year 6	8.3	8.1	8.3	8.1	8.2	8.4

Pupil Premium Attainment Range Per Year (End of Autum 2018)

RECEPTION(3) 1 child is 33%	Below	Expected level	Above	ARE and Above
Reading %	33	67	0	67
Writing %	0	100	0	100
Maths: Numbers %	33	67	0	67

KS1:

Year 1 (9) 1 ch is 11%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading %	22	56	11	11.	0	22
Writing %	22	44	22	11	0	33
Maths %	22	33	33	12	0	45

Year 2 (5) 1 ch is 20%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading %	40	20	20	20	0	40
Writing %	60	0	40	0	0	40
Maths %	40	20	20	20	0	40

LKS2:

Year 3 (4) 1 ch is 25%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading %	25	25	0	25	25	50
Writing %	25	25	25	25	0	50
Maths %	0	50	25	25	0	50

Year 4 (6) 1 ch is 17%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading %	17	66	17	0	0	17
Writing %	17	33	50	0	0	50
Maths %	17	17	66	0	0	66

UKS2:

Year 5 (12) 1 is 8%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading %	17	33	50	0	0	50
Writing %	50	33	17	0	0	17
Maths %	25	50	25	0	0	25

Year 6 (14) 1 ch is 7%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading %	14	21	58	7	0	65
Writing %	7	21	72	0	0	72
Maths %	14	14	58	7	7	72

Pupil Premium Attainment Range Per Year (End of SPRING 2019)

RECEPTION(3) 1 child is 33%	Below	Expected level	Above	ARE and Above
Reading	33	67	0	67
Writing	33	67	0	67
Maths: Numbers	33	67	0	67

KS1:

Year 1 (9) 1 ch is 11%	Below	Expected level	Above	ARE and Above
Reading	67	22	11	33
Writing	67	22	11	33
Maths	56	44	0	44

Year 2 (5) 1 ch is 20%	Below	Expected level	Above	ARE and Above
Reading	50	17	33	50
Writing	50	50	0	50
Maths	50	17	33	50

LKS2:

Year 3 (6) 1 ch is 17%	Below	Expected level	Above	ARE and Above
Reading	50	17	33	50
Writing	66	17	17	34
Maths	50	50	0	50

Year 4 (6) 1 ch is 17%	Below	Expected level	Above	ARE and Above
Reading	14	57	29	71
Writing	28	58	14	72
Maths	28	58	14	72

UKS2:

Year 5 (13) 1 ch is 8%	Below	Expected level	Above	ARE and Above
Reading	40	50	10	60
Writing	60	40	0	40
Maths	70	30	0	30

Year 6 (14) 1 ch is 7%	Below	Expected level	Above	ARE and Above
Reading	43	50	7	57
Writing	28	72	0	72
Maths	29	57	14	71

Pupil Premium Attainment Range Per Year (End of SUMMER 2019)

RECEPTION(g) 1 child is 11%	Below	Expected level	Above	ARE and Above
Reading	33	67	0	67
Writing	33	67	0	67
Maths: Numbers	50	50	0	50

KS1:

Year 1 (9) 1 ch is 11%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	10	30	50	10	0	60
Writing	10	30	50	10	0	60
Maths	10	40	50	0	0	50

Year 2 (5) 1 ch is 20%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	28.5	28.5	28	15	0	43
Writing	28.5	28.5	43	0	0	43
Maths	28	42	15	15	0	30

LKS2:

Year 3 (4) 1 ch is 25%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	17	33	17	33	0	50
Writing	17	49	17	17	0	34
Maths	0	50	33	17	0	50

Year 4 (6) 1 ch is 17%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	14	0	72	14	0	86
Writing	14	28	44	14	0	58
Maths	0	16	38	46	0	84

UKS2:

Year 5 (12) 1 is 8%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0	46	54	0	0	54
Writing	9	73	18	0	0	18
Maths	0	54	46	0	0	46

Year 6 (14) 1 ch is 7%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0	29	64	7	0	71
Writing	7	21	72	0	0	72
Maths	0	29	64	7	0	71

Review of Impact (process)

- Senior Leadership Team (SLT) monitor PP.
- Teachers monitor progress, share good practice and raise concerns.
- Data analysis – teachers input Teacher Assessments into school data system. MP and DD review the data to identify areas of strengths and weaknesses, identifying progress, attainment, gaps and groups. This feeds into staff meetings and to plan next steps..
- Staff appraisal targets linked to progress.
- Weekly SLT meetings, making decisions according to principles of 'What works well we do more of, what doesn't work well we'll stop / change'
- Link Governor for PP
- Governors are informed at Full Governor Body meetings.